



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**



# FFY 2020 Quality Progress Report (QPR)

March 1, 2021



# Help Desk

(during the webinar)

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# Agenda

- What is the QPR?
  - How will the QPR be used?
  - What information does the QPR collect?
- Data
- COVID-related changes
- The Sections of the Report
- Key Dates
- FAQs
- Submission Site Information

# What is the Quality Progress Report (QPR)?

- A description of activities that were funded with quality expenditures
- A mechanism to evaluate progress in improving the quality of child care programs and services
- An **annual report** that describes how quality funds were expended as required by the Child Care and Development Block Grant (CCDBG) Act of 2014

# What information does the QPR collect?

- Basic **data** on the population of providers in the state or territory
- **Goals** for quality improvement and **definitions**
- Specific information related to each of the **10 authorized uses** of quality funds
- Estimated **spending amounts** from CCDF and non-CCDF sources
- **Progress updates** on program goals since FFY 2019 QPR submission

## How will the QPR be used?

- To ensure **accountability** for the use of CCDF quality funds, including the set-aside for quality infant and toddler care;
- To track **progress** toward meeting state- and territory-set indicators and benchmarks for improvement of child care quality based on what is described in their CCDF Plans;
- To inform federal **technical assistance** efforts and decisions regarding strategic use of quality funds

# How does the QPR fit in with other quality data Lead Agencies must submit?



- 10 authorized uses of quality funds
- Identify progress measures

- Data to show progress
- Quantify benefits of CCDF quality improvement funds to children, child care programs and teachers/providers

- Identify how much is spent on quality activities

# What data should Lead Agencies use?

- Data from October 1, **2019** to September 30, **2020**
  - Cumulative totals for the fiscal year (unless otherwise stated)
- Data related to CCDF requirements and/or quality improvement activities
  - Lead Agency data
  - Data collected by other government (e.g., PDG) and nongovernment agencies (e.g., CCR&R agencies or other TA providers) as appropriate
- Progress Updates: Progress on goals specified in FY2019-2021 CCDF State Plan achieved between October 1, 2019 and September 30, 2020



# Changes to FFY 2020 QPR

- Additional questions added to all spending sections to identify use of CARES Act funding
- Additional questions added to Section 11 requesting information on COVID-19 related uses:
  - Were sustainability grants created?
  - Were providers given in-kind/donated supplies (e.g., cleaning supplies, masks, gloves, plexiglass dividers, etc.) or funding specifically for such supplies?

# Alignment between the 10 Uses, the FY2019-2021 Plan, and QPR Sections

The 10 Uses	FY2019-2021 Plan Section	QPR Section
1. Support the training and professional development of the child care workforce	Sections 6 and 7 (6.2 and 7.3)	2
2. Improve the development or implementation of early learning and development guidelines	Section 6 (6.3)	3
3. Develop, implement, or enhance a quality rating and improvement system for child care providers	Section 7 (7.4)	4
4. Improve the supply and quality of child care for infants and toddlers	Section 7 (7.5)	5
5. Establish or expand a statewide system of child care resource and referral services	Section 7 (7.6)	6
6. Support compliance with State or Territory requirements for licensing, inspection, monitoring, training, and health and safety	Section 7 (7.7)	7
7. Evaluate the quality of child care programs in the State or Territory, including how programs positively impact children	Section 7 (7.8)	8
8. Support providers in the voluntary pursuit of accreditation	Section 7 (7.9)	9
9. Support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development	Section 7 (7.10)	10
10. Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry	Section 7 (7.11)	11

# The Sections of the QPR:

## Introduction

- Discusses the purpose of the QPR, the data to be used and collected, how the QPR is organized, and timelines
- Includes a Glossary of Terms relevant for the report
- If a term is not listed in the glossary, the State/Territory definition should be used (and described where appropriate)

### **REMINDER**

The definitions of “Teacher” and “Family Child Care Provider” include assistants/aides. States/Territories should include them in any numbers that ask for these terms (e.g., 2.5 and 2.6)

# The Sections of the QPR:

## Section 1

- Overview
  - Goal: *To gain an understanding of the availability of child care in the State/Territory please provide the following information on the total number of child care providers.*
  - State or Territory Child Care Provider Population
  - Goals for Quality Improvement
    - Corresponds to needs assessment discussed in Question 7.1.2 of the FY2019-2021 plan

# The Sections of the QPR:

## Section 2

- Supporting the training and professional development of the child care work force
  - Goal: *Ensure the State/Territory's professional development systems or framework provides initial and ongoing professional development and education that result in a diverse and stable child care workforce with the competencies and skills to support all domains of child development.*
  - State/Territory Progression of Professional Development
  - Supports made available to teachers/providers
  - Total numbers of licensed directors, teachers, and providers as well as numbers that serve CCDF children

### **REMINDER**

2.1.3 “People” refers to teachers/providers

# The Sections of the QPR:

## Section 3

- Improving early learning and development guidelines
  - Goal: *To ensure the State/Territory has research-based early learning and development guidelines appropriate for children birth to age 12, including children with special needs and dual language learners, that are used to inform practice, professional development, and families.*
  - Changes or updates to guidelines

# The Sections of the QPR:

## Section 4

- Developing, implementing, or enhancing a quality rating improvement system (QRIS) and other transparent system of quality indicators
  - Goal: *To ensure the State/Territory implements a quality rating and improvement system, or other quality rating system, to promote high-quality early care and education programs.*
  - Definition of high quality care
  - Changes to QRIS status and provider types
  - Number of programs and children in high quality care and participating in QRIS by provider type
  - Number of programs with grants, stipends, TA, or high subsidy rates connected to QRIS by provider type

### REMINDER

Report on your own transparent system of quality indicators throughout this section if you do not have a QRIS, even if not explicitly stated

# The Sections of the QPR:

## Section 5

- Improving the supply and quality of child care programs for infants and toddlers
  - Goal: *Ensure adequate and stable supply of high quality child care with a qualified, skilled workforce to promote the healthy development of infants and toddlers.*
  - Numbers of infant toddler specialists and infant and toddler health consultants
  - Numbers of professionals receiving coaching (and those serving CCDF children) by provider type
  - Analysis conducted of supply and demand for infant toddler slots
  - Number of staffed FCC networks supported by CCDF funds
  - CCDF quality spending percentage should not include required 3% infant and toddler set-aside

### **REMINDER**

Refer to the Glossary of Terms for the definition of “staffed FCC networks” for 5.6



# The Sections of the QPR:

## Section 6

- Establishing or expanding or maintaining a statewide system of child care resource and referral services
  - Goal: *State/Territory provides services to involve families in the development of their children, information on a full range of child care options, and assistance to families in selecting child care that is appropriate for the family's needs and is high quality as determined by the State/Territory.*
  - How CCDF funds were used to establish or expand a statewide system of CCR&R
  - Changes to symbols or icons related to quality and consumer education

### REMINDER

When referring to “establishing or expanding” CCR&R, maintaining a current statewide system should also be reported

# The Sections of the QPR:

## Section 7

- Facilitating compliance with State/Territory requirements for inspection, monitoring, health and safety standards and training, and State/Territory licensing standards
  - Goal: *To ensure child care providers maintain compliance with State/Territory licensing, inspection, monitoring, and health and safety standards and training.*
  - Alignment of standards with other programs
  - Training provided to child care staff
  - Complaints regarding child care providers
  - Numbers of child care staff receiving coaching or TA to improve understanding of standards by provider type

### REMINDER

“0” is an acceptable response for items 7.3.1, 7.3.3-7.3.6

# The Sections of the QPR:

## Section 8

- Evaluating the quality of child care programs in the State/Territory, including evaluating how programs positively impact children
  - Goal: *State/Territory investment in effective quality improvement strategies using reliable data from evaluation and assessment.*
  - Assessment tools used in center based and family child care programs to measure quality and effective practice

# The Sections of the QPR:

## Section 9

- Supporting providers in the voluntary pursuit of accreditation
  - Goal: *Support child care programs and FCCs in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of quality.*
  - Numbers of providers supported in their pursuit of accreditation by provider type

# The Sections of the QPR:

## Section 10

- Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development
  - Goal: *Assist programs to meet high-quality comprehensive program standards relating to health, mental health, nutrition, physical activity, and physical development.*
  - Quality improvement standards that include state/territory established indicators

# The Sections of the QPR:

## Section 11

- Other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible
  - Goal: *To improve the quality of child care programs and services related to outcomes measuring improved provider preparedness, child safety, child well-being, or kindergarten-entry.*
  - Support provided to child care providers due to COVID-19 pandemic

# The Sections of the QPR: New Section

## 11 Question - Sustainability

- What should be included in the description for the new question 11.1.1?
  - This should include a description of any program designed to sustain the child care field and/or provide financial relief (one-time and/or ongoing) to child care programs based on the impact of COVID-19
    - If no data is available on the number of providers served, use the N/A box to describe why the data is unavailable
  - If funds were provided specifically to purchase supplies ONLY (i.e., no other use of the funds) include in 11.1.2

# The Sections of the QPR: New

## Section 11 Question - Supplies

- What should be included in the description for the new question 11.1.2?
  - This should include a description of any program designed to provide supplies (e.g., cleaning supplies, masks, gloves, plexiglass dividers, etc.) to the child care field based on the impact of COVID-19
    - If no data is available on the number of providers served, use the N/A box to describe why the data is unavailable
  - If funds were provided specifically to purchase supplies ONLY (i.e., no other use of the funds) include here



# The Sections of the QPR:

## Section 12

- Reporting of annual review of serious injuries and deaths in programs receiving CCDF funding and any changes to State/Territory regulations, enforcement mechanisms, or other policies addressing health and safety based on annual review and assessment
  - The “annual report” referred to in this item is the response the state provides to questions (a) and (b)
  - no additional document is required.

# General Guidance

- Remember, the FFY 2020 QPR covers quality activities from October 1, 2019 through September 30, 2020.
- Please spell out all acronyms.
- The QPR is submitted via the ACF-118/218 submission site.

# General Guidance Progress Update Questions

- Lead Agencies only need to report progress in areas supported by CCDF quality funds
  - Description required of progress or barriers (when no progress was made) for each progress question
- Lead Agencies are not required to submit amendments to their plans if their quality goals changed since the initial submission of the FY2019-2021 CCDF Plan.
- If change occurred **during FFY 2020**, Lead Agency should describe the new goal and progress towards meeting newly described goal.

# Key Dates

- **February 16, 2021**
  - Submission site open
- **February 22, 2021**
  - New PI and pre-print available online
- **March 1, 2021**
  - Content and technical submission process training for States/Territories
- **March 31, 2021**
  - Quality Progress Report **DUE**

# Frequently Asked Questions (FAQs)

- Is the QPR related to CAPs, non-compliance, or waivers?
  - No. There is no relation between the QPR and if a state/territory received any CAPs or waivers or is non-compliant.
- How is the FFY 2020 QPR different from the FFY 2019 QPR?
  - Reporting on CARES Act funds
  - New questions in Section 11 regarding support for providers due to COVID-19 pandemic

# Frequently Asked Questions (FAQs)

- Should I only report CCDF Lead Agency data?
  - No. QPR is not limited to CCDF data sources only.
  - Lead Agencies may use data collected by other government and nongovernment agencies (e.g., CCR&R agencies or other TA providers) as appropriate. Allow time to gather what is needed. For example, licensing or early learning guideline (ELG) info may come from another agency.

# Frequently Asked Questions (FAQs)

- Should I only report on activities that have been funded by CCDF?
  - No. QPR is not limited to CCDF funding sources only.
  - States should report information related to any non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds) used **in support of CCDF requirements or allowable quality activities** for the stated purpose (e.g., training and professional development of the child care workforce) **regardless of whether or not the funds were administered by the CCDF Lead Agency.**

# Frequently Asked Questions (FAQs)

- Are states/territories required to report exact spending amounts?
  - No. All amounts and percentages are estimates, however, they should be more than just a “ballpark” figure.
  - For non-CCDF funding used questions, please include an estimated dollar amount.
- What if I only have partial data for an item?
  - When in doubt, **report it!** Use the “Describe” box for that item to explain your data.



# Frequently Asked Questions (FAQs)

- What are “Describe” boxes used for?
  - Contextual information to support the data reported (e.g., explain the State/Territory or CCDF monitoring visit requirements)
  - Narrative updates, including any plans for reporting data in the future, if actual data are not currently available
  - Description of how percentages were calculated
  - When in doubt, use **Describe!**

# Frequently Asked Questions (FAQs)

- What are “Describe” boxes used for? (cont’d)
  - Sections 2.4-2.9, 4.6, and 4.7.2 ask for data on percentages. Please use describe boxes to describe the percentage calculation for these sections. For example:
    - In section 2.4, if the number of licensed child care center directors who have a CDA is 100 and the percentage is 25, the description provided in the describe box could indicate, “Of the 400 total licensed child care center directors, 100 had a CDA.”
    - In section 4.6, if the number of CCDF children ages Birth to 35 months in high quality care is 900 and the percentage 10, the description provided in the describe box could indicate, “Of the 9,000 total children in high quality care, 900 are ages Birth to 35 months.”

# Frequently Asked Questions (FAQs)

- What does “N/A” refer to? And how do I use it?
  - It depends...
  - Check “N/A” if the data is not available and **DESCRIBE WHY.**
  - Check “N/A” if the item asked for is not applicable and **DESCRIBE WHY.**
  - Check “N/A” if you do not have information for a particular group or if your State/Territory does not have data on a particular item and **DESCRIBE WHY.**

# Frequently Asked Questions (FAQs)

- If it asks for a number can I enter text?
  - No. These fields are numerical for statistical computing purposes and will not accept anything other than numbers.
  - But what if I really need to explain the number?!
    - That is what **DESCRIBE** is for! Please explain your number here.

# Questions?

